



Exploring the Writing Process with Primary Source Materials

Lesson Topic: Drafting

Lesson Plan Created By:

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Grade Levels:

6th - 8th, High School

Primary Source:

Chapter from Frederick Douglass's draft manuscript of his autobiography, Life and Times of Frederick Douglass. 1880. Manuscript/Mixed Material.

<https://www.loc.gov/item/mcc.011/>.

Compelling Question:

How do writers produce a draft with a purpose and audience in mind?

Supporting Questions:

What evidence of the drafting process do you see in this excerpt?

How can I apply my learning to my own writing process?

Objective:

In this 50 minute lesson, students will examine a chapter from Frederick Douglass's autobiography draft to explore the author's drafting process.

Standards - Common Core:

Lesson Standards 6th - 8th

CCSS.ELA-LITERACY.WHST.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.6-8.5 : With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-LITERACY.WHST.6-8.6: Use technology, including the Internet, to produce

and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Lesson Standards 9th - 10th

CCSS.ELA-LITERACY.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 [above](#).)

CCSS.ELA-LITERACY.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 [here](#).)

CCSS.ELA-LITERACY.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Lesson Standards 11th - 12th

CCSS.ELA-LITERACY.W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 [above](#).)

CCSS.ELA-LITERACY.W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

CCSS.ELA-LITERACY.W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Lesson Activity Instructions

Whole Group Class Discussion Questions: (5 - 10 minutes)

Spend a few minutes discussing the following as a class: (answers may vary based on prior learning)

Why do authors need a clear purpose for writing before beginning a draft?

How do writing strategies change depending on purpose?

Why do authors need an audience in mind before beginning a draft?

How do writing strategies change depending on the audience?

Explore: (20 - 40 minutes)

In this activity, students will take a first look at the primary source. Provide the following

link for students: <https://www.loc.gov/item/mcc.011/>. Explain to students that this source is a draft excerpt from Douglass's monumental autobiography, *The Life and Times of Frederick Douglass*. Ask students to keep in mind that this handwritten page contains corrections, revisions, and edits as they work through this lesson. Review the directions on the handout and allow time for students to explore the excerpt.

Closing Summary: (5 minutes)

As a whole class, summarize the ideas that writers produce a draft with a purpose and audience in mind and go through a drafting process. Discuss ways that students can apply the learning from this lesson to their own writing process.

See accompanying activity handouts for students.

Credits

The creation of this lesson plan was funded by a grant from the Library of Congress *Teaching with Primary Sources* program.

Transcription of Primary Source

The following transcription was performed by AWM staff. To preserve the spirit of the source, edits and revisions were included in transcribed. Before administering the lesson in your classroom, please review the transcription alongside the source.

The manner of using these papers was this: A slave nearly or sufficiently answering the description set forth in the papers they contained, would borrow or hire these papers til he could (^by means of [their]?) escape to a free state, and then by (^return) mail or otherwise return (^send) them (^back) to their owner. The operation was a critical one for the lender as well as the borrower. A failure on the part of the fugitive to lend back the papers, would imperil his benefactor, and the discovery of the papers in possession of the wrong man would imperil both the fugitive and his friend. It was therefore an act of supreme trust on the part of a freeman of color, thus to (^put in jeopardy) his own liberty, that another might be free. It was, however, very often (^bravely) done, and was seldom discovered and (defeated?). I was not so fortunate as to get such papers. I had not to be enough like any of my free acquaintances to answer the description of their papers. I however, had one friend, a sailor, who owned a sailor's protection, answering somewhat the purpose of free papers describing his person, and certifying to the fact that he was a free American sailor. The instrument had at its head the American Eagle, which gave it the appearance of an authorized document. This protection did not, when in my hands describe the bearer very accurately. Indeed, it called for a man much darker than myself, and close examination of the it would have caused my arrest at the start. In order to avoid this fatal scrutiny, on the part of the RailRoad official, I had arranged with Isaac Rolls, a hackman, to bring my baggage at the moment of (^the) starting and

Name: _____ Date: _____

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Primary Source: *Chapter from Frederick Douglass's draft manuscript of his autobiography, Life and Times of Frederick Douglass.* 1880. Manuscript/Mixed Material.
<https://www.loc.gov/item/mcc.011/>.

Directions: Use the primary source above to complete the activities on the following pages.

Activity One: Determining Audience and Purpose

Directions: Using the primary source, explore Frederick Douglass’s drafting process to complete the chart below. Read the chapter to determine the audience, purpose, and provide text evidence to support your answers.

Topic of draft:

Audience	Author’s Purpose	Evidence

Activity Two: Evidence of the Drafting Process

Directions: Using the primary source, explore the author’s drafting process to complete the chart below. View the image to find all of the evidence of the drafting process including corrections, revisions, and edits. Complete the chart below. An example is provided.

Location in draft	Evidence of the drafting process
Third line	Crossed out words, used a caret to insert words “by means of their”

What do you notice about the author’s revision process?